

## WHITTAKER ELEMENTARY

790 Whittaker Parkway  
Orangeburg, South Carolina 29115

**GRADES** K-5 Elementary School

**ENROLLMENT** 614 Students

**PRINCIPAL** Bettie W. Hicks, Ed.D. 803-534-6559

**SUPERINTENDENT** Melvin Smoak 803-534-5454

**BOARD CHAIR** Melvin Crum 803-534-5454

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2004

#### ABSOLUTE RATING:

#### AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
4	14	66	49	3

#### IMPROVEMENT RATING:

#### UNSATISFACTORY

#### ADEQUATE YEARLY PROGRESS:

#### YES

This school met 15 out of 15 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**WWW.MYSCSCHOOLS.COM**

**WWW.SCEOC.ORG**

## PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Excellent	N/A
2002	Average	Unsatisfactory	N/A
2003	Good	Unsatisfactory	Yes
2004	Average	Unsatisfactory	Yes

## DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

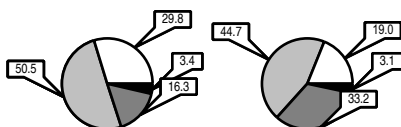
## PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

65.8%

## PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)

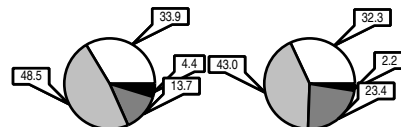
Our School



Mathematics

English/Language Arts

Elementary Schools with Students like Ours



Mathematics

English/Language Arts

## Definition of Critical Terms

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts - State Performance Objective = 17.6%</b>									
All Students	298	100.0	19.0	44.7	33.2	3.1	48.1	Yes	Yes
<b>Gender</b>									
Male	167	100.0	23.6	48.5	24.8	3.0	40.0		
Female	131	100.0	13.1	40.0	43.8	3.1	58.5		
<b>Racial/Ethnic Group</b>									
White	8	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African-American	290	100.0	19.5	44.6	32.8	3.1	48.1	Yes	Yes
Asian/Pacific Islanders	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not disabled	250	100.0	15.3	44.0	37.1	3.6	55.6		
Disabled	48	100.0	38.3	48.9	12.8	0.0	8.5	I/S	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	298	100.0	19.0	44.7	33.2	3.1	48.1		
<b>English Proficiency</b>									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	298	100.0	19.0	44.7	33.2	3.1	48.1		
<b>Socio-Economic Status</b>									
Subsidized meals	263	100.0	20.8	43.8	31.9	3.5	47.3	Yes	Yes
Full-pay meals	35	100.0	5.7	51.4	42.9	0.0	54.3		

<b>Mathematics - State Performance Objective = 15.5%</b>									
All Students	298	100.0	29.8	50.5	16.3	3.4	33.2	Yes	Yes
<b>Gender</b>									
Male	167	100.0	34.5	49.1	13.9	2.4	26.7		
Female	131	100.0	23.8	52.3	19.2	4.6	41.5		
<b>Racial/Ethnic Group</b>									
White	8	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African-American	290	100.0	30.7	50.2	15.7	3.5	33.1	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not disabled	250	100.0	23.4	53.2	19.4	4.0	39.1		
Disabled	48	100.0	63.8	36.2	0.0	0.0	2.1	I/S	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	298	100.0	29.8	50.5	16.3	3.4	33.2		
<b>English Proficiency</b>									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	298	100.0	29.8	50.5	16.3	3.4	33.2		
<b>Socio-Economic Status</b>									
Subsidized meals	263	100.0	31.9	50.4	15.0	2.7	31.2	Yes	Yes
Full-pay meals	35	100.0	14.3	51.4	25.7	8.6	48.6		

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

		<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>English/Language Arts</b>								
<b>2003</b>	<b>Grade 3</b>	95	100.0	15.5	32.1	46.4	6.0	52.4
	<b>Grade 4</b>	120	100.0	14.1	55.6	27.3	3.0	30.3
	<b>Grade 5</b>	105	99.0	46.4	44.0	9.5	N/A	9.5
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	<b>Grade 3</b>	101	100.0	16.8	37.6	37.6	7.9	45.5
	<b>Grade 4</b>	94	100.0	19.1	44.7	36.2	N/A	36.2
	<b>Grade 5</b>	103	100.0	20.4	57.3	21.4	1.0	22.3
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
<b>2003</b>	<b>Grade 3</b>	95	100.0	14.3	46.4	29.8	9.5	39.3
	<b>Grade 4</b>	120	99.2	14.1	57.6	22.2	6.1	28.3
	<b>Grade 5</b>	105	100.0	30.6	58.8	9.4	1.2	10.6
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	<b>Grade 3</b>	101	100.0	25.7	61.4	11.9	1.0	12.9
	<b>Grade 4</b>	94	100.0	29.8	43.6	22.3	4.3	26.6
	<b>Grade 5</b>	103	100.0	35.0	45.6	14.6	4.9	19.4
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 614)				
First graders who attended full-day kindergarten	100.0%	N/C	100.0%	100.0%
Retention rate	2.8%	Up from 0.2%	3.7%	2.7%
Attendance rate	95.7%	Down from 95.8%	96.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	9.4%		6.8%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	8.7%		5.3%	3.5%
Eligible for gifted and talented	4.8%	Down from 6.4%	5.4%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	5.5%	Up from 4.0%	8.0%	8.2%
Older than usual for grade	2.0%	Down from 3.5%	2.3%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 0.2%	0.0%	0.0%
Teachers (n= 44)				
Teachers with advanced degrees	77.3%	Up from 76.6%	48.7%	51.4%
Continuing contract teachers	95.5%	Up from 91.5%	81.8%	87.5%
Highly qualified teachers**	92.3%	N/A	92.9%	95.0%
Teachers with emergency or provisional certificates	0.0%		3.1%	0.0%
Teachers returning from previous year	91.3%	Down from 91.9%	83.3%	86.7%
Teacher attendance rate	94.7%	Down from 95.5%	94.7%	94.9%
Average teacher salary	\$43,090	Up 3.2%	\$39,933	\$40,760
Prof. development days/teacher	7.7 days	Down from 11.3 days	13.4 days	12.4 days

School

Principal's years at school	7.0	Up from 6.0	4.0	4.0
Student-teacher ratio in core subjects	19.0 to 1	Up from 16.6 to 1	17.2 to 1	18.9 to 1
Prime instructional time	88.9%	Up from 88.8%	89.0%	90.0%
Dollars spent per pupil*	\$6,057	Up 0.8%	\$6,776	\$6,044
Percent of expenditures for teacher salaries*	66.9%	Down from 68.5%	63.9%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Down from 99.5%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	N/A	Good	Good

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	N/A	92.0%
Highly qualified teachers in high poverty schools**	93.0%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

\*\*NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Whittaker Elementary School is a School-wide Title I school with approximately 82% of the students receiving free or reduced-price lunch. We have revised our mission statement as a result of our upcoming SACS Accreditation process. Our mission is to provide a challenging and stimulating curriculum in a safe and nurturing environment that prepares all students to function successfully in a diverse society. Stakeholders were involved as we developed six performance goals to accomplish this mission. The percentage of students who score basic and above on Language Arts, Mathematics, Science, and Social Studies will increase annually; students will take personal responsibility for their actions by seeking positive alternatives to unacceptable behavior in the education process; and we will incorporate the use of technology across the curriculum. Our major focus for the 2004/2005-school year will be improving and enhancing our students' reading habits and skills.

On the spring 2003 PACT, our Absolute Rating improved to Good. Our students improved in English Language Arts and Mathematics at each grade level. Our school also met the requirements for Adequate Yearly Progress. We have updated our computer lab with new software and our teachers are supplementing classroom instruction with the Accelerated Reader and Math Programs. We are constantly enhancing our Character Education Program, and this year, we added a 5th grade Academy which focused on career awareness for our students. Our guidance counselor reigned as District Counselor of the Year. Currently, we have one National Board certified teacher and four others who are pursuing.

Finally, as we continue to strive to increase student achievement, the involvement of our parents in their child (ren)'s education is a major concern. We are constantly implementing activities and strategies to motivate parents to become more actively involved. We believe that until this becomes a reality, the future of our students is at-risk. Parent involvement and community participation are keys to our students' success. We welcome your input!

Bettie W. Hicks, Principal  
Ronald Green, SIC Chairman

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	40	81	66
Percent satisfied with learning environment	90.0%	92.5%	87.9%
Percent satisfied with social and physical environment	92.5%	86.4%	82.8%
Percent satisfied with home-school relations	90.0%	97.5%	72.1%

\*Only students at the highest elementary school grade level at this school and their parents were included.